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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2013-2014**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: Who we are - - Maths Data Handling** | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | **Intelligences** | | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**   * **Collects, records data on a tally chart** * **Compares and measures length (short, long) with non-standard units to solve daily life situation** | | | | | | **Skills:** observing, thinking. | | | | | |
| **Materials: Different objects to classify by their measurable attributes**  **(rope, pencil, towels, ruler,etc)** | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date: Week 11 Oct.28-Nov 1/13** | | | | **Time: 45 min. ½ group** | |
| **Description** | | | | | | | | | | | |
| **Opening:**  Teacher will invite children to share their homework. Reinforcing vocabulary long- short, tall-short,  **Main Activity**  Afterwards the teacher will explain to children that they are going to do a tally chart, and guide then to a table where there are different material (short, long) and will need to register how many thing they observe and think are…… LONG and SHORT)   |  |  |  | | --- | --- | --- | | **Length** | Tally chart | Total | | Long |  |  | | Short |  |  | | | | | | | | | | | | |
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| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing**: Have children share their findings and conclusions with the group and encourage them to inquire what attributes can they find | | | | | | | | | | | |